DOCUMENT RESUME

ED 244 775 RC 014 796

AUTHOR	Dominguez, John H., Jr.; And Others
TITLE	English as a Second Language Program: A Support System for the Basal Reading Series. Guide.
INSTITUTION	Van Buren Intermediate School District, Lawrence, MI.
SPONS AGENCY	Michigan State Dept. of Education, Lansing. Bilingual Education Office.
PUB DATE	Jul 83
NOTE	98p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Basal Reading; *Behavioral Objectives; Comprehension; *Educational Philosophy; Elementary Education; English (Second Language); Graphemes; *Language Skills; Learning Activities; Lesson Plans; *Limited English Speaking; Phoneme Grapheme Correspondence; Phonemes; *Second Language Learning; Sentence Structure; *Student Evaluation
IDENTIFIERS	Ginn 360 Series; Houghton Mifflin Reading Series

ABSTRACT

The language program guide explains the theoretical basis and the instructional objectives of the approach to developing English language proficiency, supporting the Houghton Mifflin Reading Series and the Ginn 360 Series. The first of three sections describes the theoretical considerations and the philosophy of the program; it provides definitions and rationale; notes five basic language-learning principles; lists goals and objectives in enhancing skills in listening, speaking, reading, and writing; describes the methodology; and explains the four program components: sounds, words, sentence structure, and comprehension. The second section presents instructional objectives for various elements of each component: sounds (consonants, vowels, diphthongs, blends, digraphs, prefixes, suffixes, endings, syllables), words (base, compound, rhyming, content, and related words; homonyms, homographs, antonyms, synonyms, idioms), sentence structure (subject/verb plus adjective, adverbs, prepositional phrase, direct object, or indirect object/direct object; dependent/independent clause; independent/dependent clause; there/verb/noun; participle phrase/subject/verb), and comprehension (main idea, details, characters, attitudes, conclusion, sequence). The objectives include appropriate activities, materials, and examples. The third section discusses and provides guidelines for assessment. It also provides a set of 12 lesson plans for the program. Each lesson plan includes an objective and learning activities. An appendix gives the learning level for texts mentioned in the activities. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244775

Guide

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dora S. Dominguez

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- ✓ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ENGLISH AS A SECOND LANGUAGE

A Support System for the Basal Reading Series.

RC014796

VAN BUREN INTERMEDIATE SCHOOL DISTRICT
701 SOUTH PAW PAW STREET
LAWRENCE, MI 49064

BOARD OF EDUCATION

EDWIN BUYCE, PRESIDENT
RICHARD BARDEN, VICE PRESIDENT
REX ALLEN, TREASURER
FRANCES SAGE
ROBERT GANE

ADMINISTRATION

Henry Gudith, Superintendent
John H. Dominguez, Jr., Director
Migrant/Bilingual Programs
Dora S. Dominguez, Director
Title VII Bilingual
Education Programs

SUPPORT SYSTEM STAFF

Dora S. Dominguez, Coordinator
Tonda Boothby
Michael Dyer
Diane Freestone
Ann LaSotta
Patricia VanZoeren
Kathleen Yelding

MICHIGAN DEPARTMENT OF EDUCATION

Dr. Miguel Ruiz, Chief
Michigan Bilingual Programs

Laurncio Pena, Consultant

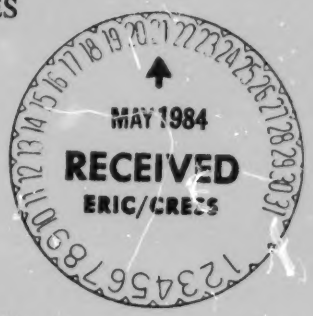
GUIDE

English as a Second Language Program:

A Support System for the Basal Reading Series

* HOUGHTON MIFFLIN - 1974

* GINN AND COMPANY - 360 SERIES



AUTHORS

John H. Dominguez, Jr., Director

Dora S. Dominguez, Director

Tonda Boothby
Michael Dyer
Diane Freestone
Robert Hollifield
Ann LaSotta
Helen Mann
Lupita Olivarez
Patricia VanZoeren
Kathleen Yelding

Consultant:

George A. Gonzalez, Ph.D. — Pan American University, Edinburg, Texas

Van Buren Intermediate School District, Lawrence, Michigan

Kalamazoo Public Schools, Kalamazoo, Michigan

In Cooperation with

Michigan Department of Education, Bilingual Office
Dr. Miguel Ruiz, Chief
Laurencio Peña, Consultant

JULY 1983

TABLE OF CONTENTS

		Page
I.	Theoretical Considerations and Philosophy	3
	A. Rationale and Definitions	4
	B. Principles	4
	C. Goals and General Objectives	5
	D. Relationships	5
	E. Methodology	6
	F. Components of the Program	6
II.	Instructional Objectives	8
	A. Sounds	9
	B. Words	22
	C. Sentence Structures	43
	D. Comprehension	66
III.	Assessment Strategies and Sample Lesson Plans	79
	A. Assessment Strategies	80
	B. Sample Lesson Plans	81

PART I

THEORETICAL CONSIDERATIONS

AND

PHILOSOPHY

A. Rationale and Definitions

The statement, meeting the needs of individual students, is common among educators. This statement, however, has not included the student who is linguistically and culturally different. These students by virtue of their cultural background have not had the opportunity to develop English language proficiency. Labels used to describe these children are Limited English Proficient [LEP] and Limited English Speaking Ability [LESA]. These children often come to school neither understanding nor speaking the English language, yet are expected to function at the level of the children who have had five years of experience in listening and speaking English.

Achievement data from standardized tests consistently show that linguistically different students perform below the norm. The high retention and drop out rate is further evidence of their failure to learn to read and comprehend the English language.

Traditional basal readers are structured for students who are functioning in English at their chronological linguistic level. This totally disregards the LEP or LESA students who need a systematic listening and speaking approach which is essential to develop the skill and knowledge that are necessary to succeed in the reading and writing programs. Therefore, it is necessary to develop a program of instruction in English as a Second Language [ESL] for children who are limited English speaking that will compliement and support the methodology and approach of the basal reading programs used by the school systems.

This program in the form of a teacher's guide will provide a comprehensive, systematic, and conscious approach to developing English language skills.

B. Principles

The five basic principles listed below help the limited English speaking ability student attain literacy in English. Specifically, they provide the bilingual student with experiences necessary for learning English as a second language.

1. Listening and speaking precede reading and writing and are basic prerequisites for success.

2. A language development approach designed to progress from the known to the unknown helps develop a positive self-concept as it relates to English development.

3. Traditional oral-aural language development materials which constitute the standard curriculum need to be modified and adapted to the needs of students from different linguistic and cultural backgrounds.

4. Personnel working with limited English speaking students need to strive towards the development of cultural relativity which will sensitize them to an appropriate attitude. A staff development program designed for this purpose can create appreciation and understanding of linguistically and culturally different children.

5. The special linguistic and cultural needs of limited English speaking students should be met through a total language development approach.

C. Goals

The goal of this guide is to provide each student with skills to develop language proficiency to its fullest potential. To effect maximum language competencies for each student, the instruction shall provide meaningful language experiences for each student to cultivate the desire and develop the ability to produce and receive language through the processes of listening, speaking, reading, and writing.

1. Listening - to enhance the auditory perception in English.

2. Speaking - to demonstrate oral language proficiency in expressing sounds and messages.

3. Reading - to demonstrate the ability to encode sounds and messages for meaning and enjoyment.

4. Writing - to demonstrate the ability to record sounds and messages graphically for communication.

The general objectives listed below are subsets of the above goals and are designed to help the students succeed by enhancing their auditory perception.

- Sounds - to enable students to distinguish and produce sounds in readings as found in the selected basal series.

- Words - to enable students to recognize and employ the words as found in the selected basal series.

- Structure - to enable students to understand and use the basic structures of living language as found in the selected basal series.

- Comprehension - to enable the student to understand, reproduce and apply the messages and meanings found in the selected basal series.

D. Relationships

Oral language is the basis for all language processes, i.e., phonics, morphology, syntax, and semantics. Therefore, the development of oral language skills is a prerequisite for the mastery of all other language arts components.

Traditional approaches to teaching reading and writing have isolated the oral language development from language arts instruction. These approaches have ignored the direct relationship between oral language development and the mastery of reading and writing skills. The isolation of these approaches by the educational systems have caused the LEP or LESA students to continously fall behind in learning and communicating effectively.

E. Methodology

Methodology is the total instructional approach that is implemented in the classroom to provide the students with comprehensive activities that will help them develop language proficiency through listening and speaking. Traditionally, language development has been taught through reading and writing with limited instruction in the areas of listening and speaking.

The approach that best meets the auditory and oral needs of the Limited English Proficient student is one that employs sound teaching techniques through comprehensive activities. The underlying characteristics of this methodology include:

- a systematic approach in an established sequential order;
- a comprehensive approach that includes concepts and skills which are essential to develop a sound language proficiency in grades K-12;
- a deliberate approach in the format, instruction and evaluation for acquisition of sound language proficiency.

This guide is divided into methods that develop the components of oral language; sounds, words, sentence structure, and comprehension. The methods presented with each component are a collection of related teaching/learning experiences. These experiences can be incorporated into techniques which the teachers can use through activities so the students may achieve the objectives.

The techniques that follow in this guide include specific instructional objectives and activities developed to achieve proficiency in oral language.

F. Components of the Program

Children who are Limited English Proficient need a systematic, comprehensive and deliberate approach to learning English in the classroom. Most school systems rely upon the basal readers to provide a structured reading and writing program, but these programs neglect to provide structured listening and speaking programs. This guide addresses the auditory and oral skills and is proposed to be used as a prerequisite to successful reading and for mastering communication skills.

Its approach is based on the four main components of language: sounds, words, sentence structures, and comprehension. All of these components must be presented gradually and reinforced by using listening and speaking skills which will lead toward reading and writing in much the same manner as a child learns a primary language.

The *sounds* of English are often difficult to discriminate and produce, especially by a student who does not already have those sounds in his primary language. Thus, instruc-

tional activities should be systematically planned and introduced and should provide many opportunities to acquire a new sound system.

The *words* in any language are essential. Vocabulary is gradually introduced to identify and recall names for objects, people, places, ideas, events, animals and feelings. Even though learning words in an auditory-oral English language development program may be a mere acquisition of new labels for concepts previously learned in the primary language, it should also systematically implement and develop new concepts and assign appropriate labels for the new concepts.

The instructional approach provides many opportunities to acquire English *sentence structures* and should be introduced within the context of real or contrived experiences. As the student internalizes and uses the most common English sentence structures, he/she learns and communicates in English more easily.

Since the crux of communication is *comprehension* or understanding the message, ideas found in literature are crucial for understanding any language and its culture. As stories are presented orally, students focus on the main ideas, details, conclusions, characters, attitudes and sequences in the selections.

The guide and proposed lesson plans are organized for teachers in a standard format: instructional objectives, activities, materials, and evaluation.

Part II

PRACTICAL CONSIDERATIONS

INSTRUCTIONAL OBJECTIVES

SOUNDS

Consonants	10
Vowels	11
Diphthongs	12
Blends	14
Digraphs	15
Prefixes	16
Suffixes	17
Endings	19
Syllables	21

12

SOUNDS

1. After viewing a set of picture cards with /b/, the student will identify the beginning consonant sound /b/ in the set of cards orally.

   Activities: A. Repeat the words in the set which begin with the sound /b/;
   B. Name the objects within the classroom which begin the sound /b/.

   Materials: Houghton-Mifflin [L2] *Getting Ready to Read*, p. 25; TG 73.

2. After matching consonant sounds /s/ and /b/ with a set of picture cards, the student will compare the beginning consonant sounds in the picture cards orally.

   Activities: A. Repeat the names of pictures and match consonant sounds /s/ and /b/ to the pictures;
   B. Cut out a set of pictures that begin with the sounds /b/ and /s/ and place them in pairs.

   Materials: Ginn-360 [L3] *A Duck is a Duck*, TG 24.
   Houghton-Mifflin [L2] *Getting Ready to Read*, p. 25; TG 73 and p. 72; TG 181.
   Houghton-Mifflin [L3c] *Dinosaurs*, TG 325.

3. After listening to a taped selection of rhyming words, the student will use the consonant /b/ sound from the tape orally.

   Activities: A. Complete a word missing the initial consonant sound of /b/;
   B. Complete a cloze sentence with a word that begins with /b/.

   Materials: Ginn-360 [L3] *Learning About Sounds and Letters*, p. 97.
   Houghton-Mifflin [L2] *Getting Ready to Read*, p. 50; TG 129.

4. After listening to a tape recorded short poem with words beginning with /c/, /b/, and /s/ consonant sounds, the student will separate the consonant sounds in the selection orally.

   Activities: A. Listen to a tape with words that begin with the consonants /c/, /b/, and /s/ and name the words that begin with each sound.

   Materials: Houghton-Mifflin [L3c] *Dinosaurs*, TG 226.

1. After listening to a poem with short /e/ sounds, the student will identify the short /e/ in the poem orally.

   Activities: A. Name words with the short /e/ sound from a poem.

   Materials: Houghton-Mifflin [L3a] *Tigers*, "Tiger-Cat-Tim", TG 97.

2. After listening to a taped selection of a story with short /e/ and /i/ sounds, the student will compare the short /e/ and /i/ sounds in the selection orally.

   Activities: A. Match the sounds, short /e/ and /i/, with appropriate words from the story.

   Materials: Houghton-Mifflin [L5] *Signposts*, "Are We Lost, Daddy?" p. 51; TG 93 /i/.

   Houghton-Mifflin [L3c] *Dinosaurs*, "Funny Treaurers" p. 45; TG 205.

3. After listening to a set of words with short /e/ sounds, the student will use the short /e/ to name the objects orally.

   Activities: A. Use picture cards to play a short /e/ lotto game.

   Materials: Ginn-360 [L2] *Learning About Sounds and Letters*, TG 20.

4. After viewing objects that contain all short vowel sounds, the student will separtate the objects according to the vowel sounds [a, e, i, o, u] orally.

   Activities: A. Group objects with short vowels in appropriate categories after taking them from a box.

   Materials: Houghton-Mifflin [L5] *Signposts*,
   "A Long, Long Time" p. 9; TG 49 /a/;
   "Roberto is Always a Problem" p. 32; TG 71 /e/;
   "Are We Lost, Daddy?" p. 51; TG 93 /i/;
   "Hurray for Jasper" p. 89; TG 123 /o/;
   "The King's New Pet" p. 113; TG 145 /u/.

SOUNDS

1. After listening to words that contain the diphthong /oo/, the student will identify the diphthong /oo/ in the words orally.

   Activities: A. Say the sound /oo/ when given words with that sound.

   Materials: Ginn-360 [L6] *The Dog Next Door*, TG 46, 47.

2. After matching a set of objects containing /oo/ and /ow/ sounds, the student will compare the objects with the diphthongs /oo/ and /ow/ in the set orally.

   Activities: A. Match objects containing either the /oo/ or the /ow/ sounds.

   Materials: Ginn-360 [L6] *The Dog Next Door*, TG 184.

   Houghton-Mifflin [L6] *Secrets* "A Tulip for Tony" p. 37; TG 76.

   Houghton-Mifflin [L7] *Rewards*, "The Boy and The Whistle" p. 65; TG 105.

   Houghton-Mifflin [L5] *Signposts*, "Are We Lost, Daddy?" p. 53; TG 93, 94.

3. After viewing a set of pictures with the /oo/ sound, the student will use the diphthong /oo/ in the pictures orally.

   Activities: A. Complete a set of cloze sentences about the pictures by using the /ow/ diphthong sound.

   Materials: Ginn-360 [L6] *The Dog Next Door*, TG 61 /oo/.

DIPHTHONGS

4. After listening to a tape containing words with diphthongs [oo, ow, oa, aw], the student will separate the diphthong /oa/ in the tape orally.

Activities: A. Place into the appropriate categories [oo, ow, oa, aw] after getting pictures of objects with those sounds.

Materials: Houghton-Mifflin [L5] *Seven is Magic*, TG 93, 94 [oo, ow, oa].

Houghton-Mifflin, [L7], *Rewards*, "Punia and the King of the Sharks" p. 221; TG 250 /aw/.

SOUNDS

1. After listening to sentences containing words with the consonant blend /st/, the student will identify the blend /st/ in sentences orally.

   Activities: A. Play a game using words beginning with the blend /st/.

   B. Locate objects that begin with the blend /st/ in a picture.

   Materials: Houghton-Mifflin [L2] *Getting Ready to Read*, TG 113 /st/.

2. After listening to a tape recorded selection of words beginning with blends /str/ and /st/, the student will compare the blends /str/ and /st/ in the selection orally.

   Activities: A. Place in pairs words that begin with /st/ and /str/.

   Materials: Ginn-360 [L8] *With Skies and Wings*, TG 101.

   Houghton-Mifflin [L2] *Getting Ready to Read*, TG 113 /st/.

   Houghton-Mifflin [L5] *Signposts*, TG 137 /str/.

   Houghton-Mifflin [L4] *Rainbows*, TG 188 /st/, 166 /str, st/.

3. After listening to taped sentences with words beginning with /br/, the student will use the blend /br/ in sentences orally.

   Activities: A. Fill in the blanks in a cloze exercise with words that have a /br/ blend orally.

   Materials: Houghton-Mifflin [L4] *Rainbows*, "The Three Billy Goats" p. 46; TG 97.

4. After viewing picture cards of objects beginning with blends [bl, br, st], the student will separate the blends [bl, br, st] in the picture cards orally.

   Activities: A. Sort objects or picture cards beginning with the blends [bl, br, st].

   Materials: Houghton-Mifflin [L4] *Rainbows*, "Three Billy Goats" p. 46; TG 5-97. "Pedro's Bide" p. 114; TG 174.

SOUNDS

1. After manipulating a number of objects beginning with digraphs /th/, the student will identify the digraph /th/ in the objects orally.

   Activities: A. Name objects that begin with the digraph /th/.

   Materials: Houghton-Mifflin [L3b] *Lions*, TG 75.

2. After viewing a series of picture cards and hearing the beginning digraphs /sh/ and /ch/, the student will compare the digraphs /sh/ and /ch/ represented in the picture cards orally.

   Activities: A. Place cards in pairs according to the beginning digraphs /sh/ and /ch/.

   Materials: Houghton-Mifflin [L3b] *Lions*, TG 169-70 /ch/, 226 /sh/.

3. After answering a set of questions with words /wh/, the student will use the digraph /wh/ in the words orally.

   Activities: A. Answer a set of questions pertaining to the objects with words beginning with /wh/ [e.g., What lives in the water and weighs as much as two tons?]

   Materials: Houghton-Mifflin [L2] *Getting Ready to Read*, TG 229.

4. After manipulating a set of objects beginning with the digraphs [sh, th, wh, ch] the student will separate the digraphs [sh, th, wh, ch] represented by the objects orally.

   Activities: A. Retrieve objects from a feeling bag and place the objects into categories according to the digraph sounds.

   Materials: Houghton-Mifflin [L3b] *Lions*, TG 77.

SOUNDS

1. After playing a game using the prefix /un/, the student will identify the prefix /un/ in the game orally.

   Activities: A. Students point out and name pictures demonstrating words with the prefix /un/ from a selection of mixed pictures.

   Materials: Houghton-Mifflin [L6] *Secrets*, TG 83-4.

2. After listening to a story using opposite words with the prefixes /pre/ and /post/, the student will compare the prefixes /pre/ and /post/ in the words from the story orally.

   Activities: A. Orally match words containing /pre/ or /post/ with sentences that use "before" and "after".

   Materials: Houghton-Mifflin [!9] *Fiesta*, TG 118, 159, 125 /pre/.

3. After playing a game with words that contain the prefix /be/, the student will use the prefix /be/ in the words orally.

   Activities: A. Pantomime a set of questions with words containing the prefix /be/ [list some].

   Materials: Houghton-Mifflin [L4] *Rainbows*, "Little Racoon and the Thing in the Pool" p. 176; TG 243.

4. After listening to a story containing a set of prefixes [un, re, pre, fore], the Student will separate the prefixes [un, re, pre, fore] from a paragraph orally.

   Activities: A. Orally associate the words from a paragraph containing the prefixes [un, re, pre, fore] with the categories not, before, again, and after.

   Materials: Houghton-Mifflin [L9] *Fiesta*, TG 118, 125 /un, pre/.

   Houghton-Mifflin [L14] *Diversity*, TG 300 /post/.

   Houghton-Mifflin [L10] *Kaleidoscope*, TG 203, /fore/.

SOUNDS

1. After listening to a tape with several words having the suffix /ment/, the student will identify the suffix /ment/ in a taped slection orally.

   Activities: A. Indicate the suffix /ment/ by clapping every time one hears a word ending in /ment/.

   Materials: Houghton-Mifflin [L6] *Secrets*, "Hurray for Jasper" p. 185; TG 200.

2. After listening to a story containing opposite words with the suffixes /less/ and /ful/, the student will compare the suffixes /less/ and /ful/ from the story orally.

   Activities: A. Tell the differences between words ending with the suffixes /less/ and /ful/;

   B. Match the appropriate endings /less/ and /ful/ with words to complete clozed sentences.

   Materials: Houghton-Mifflin [L6] *Secrets*, TG 146, 224 /ful/.

   Houghton-Mifflin [L8] *Panorama*, TG 43, 61 /less/.

3. After dramatizing a feeling word with the /ful/ suffix, the student will use the suffix /ful/ in the words orally.

   Activities: A. Answer a set of questions orally with the appropriate /ful/ suffix words.

   Materials: Ginn-360 [L8] *With Skies and Wings*, TG 202.

   Houghton-Mifflin [L6] *Secrets*, TG 146.

4. After listening to a set of base words with the suffixes [ful, ness, tion. ment], the student will separate the base words from the suffixes [ful, ness, tion, ment] in the words orally.

Activities: A. Separate base words from the suffixes orally.

Materials: Houghton-Mifflin [L6] *Secrets*, TG 200 /ment/; 244 /tion/.

Houghton-Mifflin [L7] *Rewards*, TG 275 /ness/ and /ful/.

SOUNDS

1. After listening to a story with the ending /ed/, the student will identify the ending /ed/ in the story orally.

   Activities: A. Repeat words from a story which end in the /ed/ sound.

   Materials: Ginn-360 [L3] *Seven is Magic*, TG 97.

   Houghton-Mifflin [L3c] *Dinosaurs*, "One Way Tickets" p. 29; TG 137; TG 179; TG 257.

2. After listening to a tape recorded song with words containing the /er/ and /ed/ endings, the student will compare the endings /er/ and /ed/ in the song orally.

   Activities: A. Match sets of people and corresponding actions [e.g., farmer/farmed; drummer/drummed].

   Materials: Houghton-Mifflin [L3c] *Dinosaurs*, TG 107, 137, 173, 179, 257, 312.

3. After drawing a set of action pictures which represent /ing/ words, the student will use the words ending in /ing/ to describe the pictures orally.

   Activities: A. Draw pictures about actions that a child can do and use words ending in /ing/ to describe the pictures orally.

   Materials: Ginn-360 [L5] *Seven is Magic*, TG 38.

   Houghton-Mifflin [L2] *Getting Ready to Read*, TG 106.

4. After discussing pictures representing the endings [ing, er, s], the student will separate the endings [ing, er, s] in the pictures orally.

Activities: A. Fill in blanks in cloze sentences using words with the group pictures according to endings [ing, er, s].

Materials: Houghton-Mifflin [L3a] *Tiger*, TG 100 /s/.

Houghton-Mifflin [L3c] *Dinosaurs*, TG 312 /er/.

Houghton-Mifflin [L6] *Secrets*, TG 97 /er/.

SYLLABLES

SOUNDS

1. After examining a set of picture cards, the student will identify the number of syllables in the pictures orally

   Activities: A. Count the number of syllables in names of foods placed on a table for tasting.

   Materials: Houghton-Mifflin [L7] *Rewards*, "Do Come for Lunch", p. 71, TG 110.

2. After listening to a list of one and two syllable words, the student will compare syllables in the words orally.

   Activities: A. Show the differences in the words by clapping once for one syllable words and twice for two syllable words.

   Materials: Teacher selection of words from any level.

   Houghton-Mifflin [L6] *Secrets*, TG 278.

3. After discussing the names of common objects, the student will use the syllables in the words orally.

   Activities: A. Dramatize words that have two syllables [eating, dancing, singing].

   Materials: Houghton-Mifflin [L3b] *Lions*, TG 335.

   Houghton-Mifflin [L6] *Secrets*, TG 278.

4. After repeating a set of words, the student will separate the syllables in the words orally.

   Activities: A. Place children's names into categories according to the number of syllables in their names.

   Materials: Teacher selection using children's names.

   Houghton-Mifflin [L6] *Secrets*, TG 278.

WORDS

Base Words 23
sleeping/sleep

Compound Words 25
playground

Rhyming Words 27
talk/walk/chalk

Content Words 29
hospital, stethoscope
blood, pressure, needle

Related Words 31
house, home, burrow, den, nest

Homonyms 33
bear/bare

Homographs 35
run: I can run faster than you.
Our refrigerator doesn't run.

Antonyms 37
young/old

Synonyms 39
thin/slim

Idioms 41
It's raining cats and dogs.

BASE WORDS

WORDS

1. After listening to a story, the student will identify the base words in the selection orally.

   Activities: A. Name the base words found in the story. Repeat the base words found in the story.

   Materials: Houghton-Mifflin [L7] *Rewards*, "Basc:mbe, the Fastest Hound Alive" p. 7; TG 51.

   Examples:

fastest	named	sighed
lowest	taking	fields
lived	dropped	sniffing
drooped	lower	yapping
belonged	going	dogs
called	hunting	wrinkled
opened	wants	pointed
tiniest	says	winked
walked	easiest	moving
closed	fastest	sleeping
safely	watched	

2. After listening to a story, the student will compare the base words in the selection orally.

   Activities: A. Match a set of picutres depicting the base words. Group the words according to the endings -ed and -ing.

   Materials: Houghton-Mifflin [L7] *Rewards*, "Evan's Corner" p. 87; TG 127.

   Examples:

cracked	puzzled	climbed
watching	galloped	laughing
shipped	winked	talking

3. After listening to a story, the student will use the base words in the selection orally.

Activities: A. Fill in the blanks orally with base words when the sentence is read to you.

Materials: Houghton-Mifflin [L7] *Rewards*, "Evan's Corner", p. 84; TG 136.

Examples:

a. Evan walked home *slowly*. [slow]
b. He *stopped* in front of a pet shop. [stop]
c. He kept *going* until he *reached* the big crossing. [go] [reach]
d. He *waited* by the new stand for the light to change. [wait]
e. Evan *crossed* the noisy, busy street and *turned* into the building where he lived. [cross] [turn]
f. He *climbed* up four flights of stairs to the two rooms that he and his family*shared*. [climb] [share]
g. Evan was almost always home first, but today the door flew open before he even *touched* it. [touch]
h. "Surprise!" His mother stood *laughing* in the doorway. [laugh]

4. After listening to a story, the student will separate the base words in the selection orally.

Activities: A. Put base words into categories by endings.

Materials: Ginn [L10] *All Sorts of Things*, "The Dragon in the Clock Box" p. 107; TG 134.

Examples:

-s	-ed	-ly	-ing	-ness
cases	altered	angrily	grating	cleverness
maps	lowered	cheerfully	noticing	darkness
models	swelled	recently	whooshing	politeness
		sharply		
		terribly		

COMPOUND WORDS

WORDS

1. After listening to the story, the student will identify the compound words in the selection orally.

   Activities: A. Name the compound words in the story.

   Materials: Ginn [L8] *How It is Nowadays*. "Roady Roadrunner and Yoshui", p. 67; TG 102.

   Examples:
   Roadrunner
   rattlesnake
   sometimes
   upset

2. After listening to the story, the student will compare the compound words in the selection orally.

   Activities: A. Match a set of coloring book pictures that depict the compound words.

   Materials: Houghton-Mifflin [L4] *Rainbows*, "A New Green Bike", p. 109; TG 174.

   Examples:

footprint	greenhouse	bluebird
storybook	homesick	uphill

3. After listening to a story, the student will use the compound words in the selection orally.

   Activities: A. Fill in the blanks orally in a clozure story.

   Materials: Houghton-Mifflin [L5] *Signposts*, "Are We Lost, Daddy?" p. 48; TG 101.

Examples:

everyone
highway
moonlight
schoolhouse
schoolbags
himself
Southwest
streetcar
sidewalk
anything
bedroom

"Is *everyone* ready?" asked Father. "We are ready to go to Big Valley in the *Southwest.*" Father asked if all the lights in the *bedrooms* were turned off. "Yes," said mother. "I locked all the windows and the children have their *schoolbags* full of games. "We are off," said Father.
Away they went. Look at the cars. Look at the people on the *sidewalk.* Look at the *streetcar.*
"I want to get off this busy *highway.* The back way is better. We will go by an old *schoolhouse* and also by *grandmother's* house."
"Be sure to read all the signs. We don't want to get lost," said Mother.

4. After listening to a story, the student will separate the parts of the compound words in the selection orally.

Activities: A. Name the parts of the words that make up the compound words.

Materials: Houghton-Mifflin [L9] *Fiesta*, "Mystery Guest at Left End", p. 112; TG 114.

Examples:

football	touchdowns	strawberry
pocketbook	anyone	halfheartedly
weekend	drugstore	
ponytail	everybody	

WORDS

1. After listening to a rhyme, the student will identify the rhyming words in the selection orally.

Activities: A. Name the words that rhyme.

Materials: Ginn [L10] *All Sorts of Things*, "All About Boys and Girls", p. 106; TG 133.

Examples:

do - too	go - oh	spell - tell
drink - think	hard - yard	toys - boys
say - play	saying - playing	wood - good
		noise - boys

2. After examining a set of pictures, the student will compare the rhyming words in the selection orally.

Activities: A. Put in pairs the words that rhyme.

Materials: Houghton-Mifflin [L2] *Getting Ready to Read*, Picture and Key Cards, [3-2] [113-1] [32-1] [2-2] [109-1] [10-1] [44-2] [75-1]

Examples:

bell - shell
hook - book
chain - cane
king - ring

3. After repeating a chant, the student will use the rhyming words in the selection orally.

Activities: A. Find, cut and paste pictures in a magazine which depict the words that rhyme.

Materials: Houghton-Mifflin [L4] *Rainbows*, "I Wouldn't", p. 76; TG 133.

Examples:

mouse - house	fat - cat	day - say - play
hall - wall	small - hall	nice - mice
door - floor	day - way	they - play
		to - you

4. After repeating the chant, the student will separate the rhyming words in the selection orally.

Activities: A. Organize a set of disorganized words into rhyming words.

Materials: Ginn [L8] *How It Is Nowadays*, "Cotton Candy Country", p. 8; TG 32.

Examples:

away - play	find - behind	go - aglow
growing - blowing	too - you	tune - moon
be - see	star - far	sight - night

CONTENT WORDS

WORDS

1. After listening to the selection, the student will identify the content area words in the selection orally.

   Activities: A. List the content words from the story.

   Materials: Ginn [L4] *Helicopters and Gingerbread*, "Helicopters", p. 32; TG 50.

   Examples:

helicopter	ride	little
swim	airport	big

2. After listening to a story, the child will compare the content area words in the selection orally.

   Activities: A. Tell the similarities between water mill and windmill with pictures of the content words in the story.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "Wheels" p. 29; TG 57.

   Examples:

wheels	gear
axle	cogwheel
millstone	roller bearing

3. After listening to a story, the student will use the content area words in sentences orally.

   Activities: A. Dramatize a visit to the doctor's office using the content words.

   Materials: Houghton-Mifflin [L6] *Secrets*, "The Doctor Finds Out", p. 226; TG 234.

   Examples:

hospital	x-ray	temperature
heart	patient	thermometer
blood	tubes	pressure
wrist	breathe	stethoscope

4. After listening to a story, the student will separate the content area words in the experience orally.

Activities: A. Place into categories names given to valuable currency using context words in the story.

Materials: Houghton-Mifflin [L9] *Fiesta*, "Before You Spend That Coin", p. 82; TG 92.

Examples:

penny - Indian head
- Lincoln

nickel - Jefferson
- Liberty head
- Buffalo

quarter - Liberty standing
half dollar - Kennedy

WORDS

1. After listening to the poem "Animal's House," the student will identify the related words in the picture orally.

   Activities: A. Locate and repeat the related words in the poem.

   Materials: Houghton-Mifflin [L5] *Signposts*, "Animal's House", p. 194; TG 222.

   Examples:

hen - house	sty	nest
kennel	shell	burrows
		bowl

2. After listening to the story, the student will compare the related words in the experience orally.

   Activities: A. Match a set of pictures depicting the related words in the story.

   Materials: Ginn [L5] *Seven is Magic*, "Building a Road" p. 156; TG 243.

   Examples:

Digging up the Road		Planning the Road
bulldozer	p	compass
trucks	i	pencils
shovels	c	surveyor's instruments
truck driver	t	engineers
operators	u	
	r	
	e	
	s	

3. After listening to the story, the student will use the related words in the experience orally.

   Activities: A. Draw a picture of a pack rat's nest using the related words in the story.

Materials: Houghton-Mifflin [L9] *Fiesta*, "Desert Traders", p. 316; TG 245.

Examples:

grass	silver spoon	shoe
cactus	toothbrushes	felt hat
thorns	soap	children's toys
tin can	combs	weaves
sticks	stones	bark

4. After listening to three poems, the student will separate the related words in the poems orally.

Activities: A. Give examples for each category of related words for the earthworm, snail and grasshopper.

Materials: Ginn [L8] *With Skies and Wings*, "The Tall Grass Zoo", "The Earthworm", "The Snail", p. 186; TG 227.

Examples:

Earthworm		Snail		Grasshopper
burrows	acrobat	shell	horns	music
rings	underneath	foot	submarine	wings
spiked	soil	house	feelers	fiddle
bristles	gardener	sticky		scraping
early bird		wet		rubbing
crawl		glue		legs
				steel springs
				Zee-eee-eee

WORDS

1. After discussing specific words in a story and their homonyms, the student will identify the homonyms in the selection orally.

   Activities: A. While listening to a story, the children will clap every time they hear a homonym from the story.

   Materials: Ginn [L7] *How It Is Nowadays,* "Mr. Blynn's Crazy Kite", p. 113, TG 153.

   Examples:

ball - bawl	high - hi	pair - pear - pare
too - to - two	eye - I	flew - flue
red - read	see - sea	air - err
		there - their - they're

2. After repeating a selection, the student will compare the homonyms in the sentences orally.

   Activities: A. Match pictures of each homonym.

   Materials: Ginn [L7] *How It Is Nowadays,* "Roady Roadrunner and Yoshi", p. 67; TG 96.

   Examples:

hi - high	tail - tale	road - rode
by - bye - buy	brake - break	meet - meat
too - two - to	be - bee	heard - herd
		lye - lie

3. After discussing a group of sentences from a story, the student will use the homonyms orally.

Activities: A. After listening to the story and discussing the homonyms.

Materials: Houghton-Mifflin [L7] *Rewards*, "What Evan Needs", p. 100; TG 138.

Examples:

I - eye	two - to - too	very - vary
high - hi	all - awl	knew - new
no - know	one - won	for - fore - four

4. After discussing a chosen group of words and their homonyms from a story, the student will separate the homonyms in the selection orally.

Activities: A. After being given a group of words orally the students will divide them into homonym pairs.

Materials: Houghton-Mifflin [L5] *Signposts*, "My Friend Alfred", p. 142; TG 174.

Examples:

eye - I	you - ewe	walk - wok
to - two - too	tail - tale	know - no
for - four	by - bye - buy	ate - eight

HOMOGRAPHS

WORDS

1. After listening to a selection, the student will identify the homographs in the selection orally.

   Activities: A. Repeat the homographs found in the selection.

   Materials: Houghton-Mifflin [L8] *Panorama*, "The Friendly Ghost", p. 96; TG 110.

   Examples:
   dove

2. After listening to a story, the student will compare the homographs orally.

   Activities: A. Match a set of pictures depicting the pairs of homographs found in the story.

   Materials: Houghton-Mifflin [L8] *Panorama*, "The Burning Rice Fields", p. 182; TG 177.

   Examples:
   bow
   dove
   tear
   desert

3. After listening to a story, the student will use the homographs from the story orally.

   Activities: A. Given an oral sentence from the story, fill in the blank with a homograph from the story.

   Materials: Houghton-Mifflin [L7] *Rewards*, "Just Like Abraham Lincoln", p. 121; TG 152.

   Examples:
   live
   record
   wind

4. After listening to the stories, the student will separate the homographs in the sentences orally.

Activities: A. Put into groups pictures depicting those homographs used in the sentences.

Materials: Houghton-Mifflin [L7] *Rewards*, "Special Meaning for Words", p. 255; TG 280.

Examples:
lead
close

ANTONYMS

WORDS

1. After listening to a story, the student will identify the antonyms of the vocabulary used in the story orally.

Activities: A. Read the story. Everytime the teacher says a word and points to the group, the children say the antonym of that particular word.

Materials: Ginn-360 [L8] *With Skies & Wings*, "The Tall Grass Zoo", p. 186; TG 227.

Examples:

Words used:

tall - short	before - after	small - large
none - many	gently - roughly	stand - sit
hot - cold	full - empty	guiet - loud
up - down	more - less	under - over

2. After discussing a story, the student will compare the antonyms of the vocabulary used in the story orally.

Activities: A. Divide the large group into two small equal-sized groups. To each child in the first group assign a different word from the story. To each child in the second group assign an antonym for each word given to the first group. Have the children mix and look for the person who has an antonym for their word. They then stand together and say their word as the teacher directs.

Materials: Houghton-Mifflin [L7] *Rewards*, "Mr. Picklepaw's Popcorn", p. 147; TG 180.

Examples:

Words used:

down - up	slowly - quickly	full - empty
better - worse	little - big	after - before
sit - stand	long - short	in - out
hot - cold	right - wrong	back - front

3. After listening to a story, the student will use the antonyms in the sentences orally.

Activities: A. After reading the story once, the teacher will re-read it, stopping before every antonym. As he/she pauses, the students will fill in the blank with an antonym for the word orginally used.

Materials: Ginn [L7] *How It Is Nowadays*, "Roady Roadrunner and Yoshi", p. 67; TG 96.

Examples:

Roady Roadrunner lived in the _____ desert. His house was a prickly bush by the side of the road. Yoshi _____ in the _____ desert too. Every _____ on her way to school, Yoshi passed Roady's house, and he _____ ran out of the bush to greet her.

4. After repeating a story, the student will separate the antonyms in the selection orally.

Activities: A. Separate pictures depicting each antonym into groups.

Materials: Houghton-Mifflin [L7] *Rewards*, "Down, Down the Mountain", p. 259; TG 286.

Examples:

Pictures which depict:

little, big	hugh, tiny
up, down	long, short
girl, boy	buy, sell
brother, sister	sad, happy
small, large	dark, light

SYNONYMS

WORDS

1. After listening to a story, the student will identify the synonyms in the story orally.

   Activities: A. Recite the synonyms from the story.

   Materials: Houghton-Mifflin [L4] *Rainbows*, "More Than One Way", p. 78; TG 134.

   Examples:

big - giant	little - small
mean - grouchy	noisy - loud

2. After listening to a story, the student will compare the vocabulary words with synonyms orally.

   Activities: A. Match the vocabulary words from the story with their synonyms.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "The People Downstairs", p. 33; TG 59.

   Examples:

inquire - ask	bow - bend from the waist
solemn - sad	sirens - alarms
dozes - rests, sleeps, naps	sensitive - touchy, fragile
scuffle - rough	quirk - tilt, appearance
tousle - toss	rouse - awaken

3. After listening to a story, the student will use the synonyms in the sentences orally.

   Activities: A. Complete a set of oral questions using the synonyms for vocabulary words from a story.

   Materials: Ginn-360 [L8] *With Skies & Wings*, "The Bee - Tree", p. 236; TG 283.

Examples:

Another name for hare is *rabbit.*
Another way for the rabbit to say, "I *propose* to get the honey out of the tree," is "I *plan* to get the honey out of the tree."
A *tortoise* is also called a *land turtle.*
Sungura *was willing* to help Kamba. Sungura *offered* to help Kamba.
The small thorn tree was *beside* the mbuyu. It was *next to* the mbuyu.
To *catch hold of* the vine means to *grab* the vine.
To *outwit* Simba to make him leave means to *trick or fool* him.
Simba *paced* around the mbuyu tree. To pace means to *walk back and forth.*
When Simba *roared in rage* it meant he was *angry.*
To *chuckle* means to *laugh.*

4. After listening to a story, the student will separate the synonyms in the selection orally.

Activities: A. Examine a set of pictures and separate into groups according to synonyms used.

Materials: Houghton-Mifflin [L7] *Rewards,* "Just Like Abraham Lincoln", p. 121; TG 152.

Examples:

Picture card to illustrate each.

Word	Synonyms used
big	large, hug, massive, immense
kind	nice, friendly, sociable, helpful
sad	depressed, despondent, unhappy, miserable
funny	hilarious, entertaining, humorous, strange

IDIOMS

WORDS

1. After listening to a story, the student will identify the idioms used in the story orally.

   Activities: A. Recite the idioms from the story.

   Materials: Houghton-Mifflin [L7] *Rewards*, "Mr. Picklepaw's Popcorn", p. 145.

   Examples:
   Just sit tight - sit without moving.

2. After listening to a story, the student will compare the idioms orally.

   Activities: A. Match the idioms with their literal meanings.

   Materials: Houghton-Mifflin [L11] *Images*, "Ben & Me", p. 196; TG 188.

   Examples:
   Waste not, want not. - if you do not waste something, it will last and you won't have to get by without it.
   Out in the open. - visable, easy to see and understand
   The laborer is worthy of his hire. - The worker is worth his pay.
   That was, for me, the final straw. - That was, for me, the last event that really upset me.

3. After listening to a story, the student will use the idioms from the story orally.

   Activities: A. Give examples of the idioms used in the story.

   Materials Houghton-Mifflin [L10] *Kaleidoscope*, "The Sea Turtle", p. 157; TG 155.

   Examples:
   Face the world alone. - live one's life without help from others.

4. After listening to a story, the student will separate the idioms from the story orally.

IDIOMS

Activities: A. Group the idioms according to the characters in the story.

Materials: Houghton-Mifflin [L11] *Images*, "Ben & Me", p. 196; TG 188.

Examples:

Characters	Idioms
Ben	Waste not, want not.
Me	Out in the open.
	The final straw.

SENTENCE STRUCTURE

Subject/Verb 44
Mary ran.

Subject/Verb/Adjective 46
The girl is pretty.

Subject/Verb/Noun 48
The man is a carpenter.

Subject/Verb/Adverb 50
Hector ran quickly

Subject/Verb/Prepositional Phrase 52
We can't eat in the living room.

Dependent Clause/Independent Clause 54
As we were walking by the haunted house, we saw three ghosts.

Independent Clause/Dependent Clause 56
We should leave at noon, so that we will arrive before dark.

Subject/Verb/Direct Object 58
Jose ate an apple.

Subject/Verb/Indirect Object/Direct Object 60
Jose gave Ruben an apple.

There/Verb/Noun 62
There is little rain.

Participle Phrase/Subject/Verb 64
Walking to the store, I met my friend.

SENTENCE STRUCTURE

1. After listening to a short story, the student will identify the sentence structure [subject/verb] in the selection orally.

   Activities: A. Repeat the sentence structure [subject/verb] from the story.

   Materials: Ginn [L5] *Seven Is Magic*, "The Magic in Seven" p. 23; TG 56.

2. After listening to two short stories, the student will compare the sentence structure [subject/verb] in the selection orally.

   Activities: A. Compare the difference in subjects and verbs.

   Materials: Ginn [L5] *Seven Is Magic*, "The Magic in Seven" and "Space Man" pp. 33 and 186; TG 56 and 274.

3. After listening to a short story, the student will use the sentence structure [subject/verb] in the selection orally.

   Activities: A. Dramatize the sentence structure [subject/verb] of the short story.

   Materials: Ginn [L6] *The Dog Next Door*, "Sylvester Jones and the Voice in the Forest" p. 89; TG 152.

4. After listening to a short story, the student will separate the sentence structure [subject/verb] from the story orally.

   Activities: A. Have the students separate the subject [person, place or thing] from the verb [action words].

   Materials: Ginn [L6] *The Dog Next Door*, "Sylvester Jones and the Voice in the Forest", p.89; TG 152.

5. After listening to a short story, the student will develop the sentence structure [subject/verb] from the story orally.

Activities: A. Develop an original story that contains the sentence structure [subject/verb].

Materials: Ginn [L5] *Seven Is Magic*, "Little Satellite" p. 186; TG 274.

SENTENCE STRUCTURE

1. After listening to a story, the student will identify the sentence structure [subject/verb/adjective] in the story orally.

   Activities: A. Recite the sentences with the sentence structure [subject/verb/adjective].

   Materials: Ginn [L3] *Helicopters and Gingerbread,* "Helicopters" p. 33, 37 TG 51, 53.

2. After listening to a story, the student will compare the sentence structures [subject/verb/adjective and subject/verb] of the story orally.

   Activities: A. Compare the sentences by describing how one sentence is different from another [subject/verb/adjective and subject/verb].

   Materials: Ginn [L3] *Helicopters and Gingerbread,* "Helicopters" p. 33, 37; TG 51, 53.

3. After listening to a story, the student will use the sentence structure [subject/verb/adjective] of the story orally.

   Activities: A. Draw pictures illustrating the sentence structure [subject/verb/adjective] from the story.

   Materials: Houghton-Mifflin [L9] *Fiesta,* "Doctoring An Elephant" p. 28; TG 56.

4. After listening to a story, the student will separate the sentence structure [subject/verb/adjective] from the story orally.

   Activities: A. Name the parts of the sentence structure [subject/verb/adjective] found in the story orally.

   Materials: Houghton-Mifflin [L9] *Fiesta,* "Doctoring An Elephant" p. 28; TG 56.

5. After listening to a story, the student will develop the sentence structure [subject/verb/adjective] orally.

Activities: A. Invent sentences utilizing the sentence structure [subject/verb/adjective] in describing a trip to the circus.

Materials: Houghton-Mifflin [L9] *Fiesta*, "Doctoring An Elephant" p. 28; TG 56.

SENTENCE STRUCTURE

1. After listening to a story, the student will identify the sentence structure [subject/verb/noun] in the story orally.

   Activites A. The students will underline pictures of scenes from the story that contains the proper sentence structure [subject/verb/noun].

   Materials: Ginn [L5] *Seven Is Magic*, "The Little Boy With the Big Name" p. 131; TG 211.

2. After hearing a poem, the student will compare the sentence structure [subject/verb/adjective and subject/verb/noun] of the poem orally.

   Activities: A. Students will orally list words that describe and name things. They will look for pictures in magazines, cut them out and construct picture sentences that follow the structures [subject/verb/adjective and subject/verb/noun.]. Students will compare the different pictures sentences accordingly.

   Materials: Ginn [L10] *The Sun That Warms*, "Soul" p. 59; TG 66.

3. After listening to a story, the student will use the sentence structure [subject/verb/noun] of the story orally.

   Activities: A. Fill in the blank of the sentence structure [subject/verb/noun] orally.

   Materials: Houghton-Mifflin [L9] *Fiesta*, "Ronnie and the Admiral" p. 51, 44; TG 72, 66.

4. After listening to a story, the student will separate the sentence structure [subject/verb and subject/verb/noun] of the story orally.

   Activities: A. The students will separate, into categories, pictures containing the sentence structures [subject/verb/ and subject/verb/noun].

   Materials: Houghton-Mifflin [L9] *Fiesta*, "Ronnie and the Admiral" p. 51, 44; TG 72, 66.

SUBJECT/VERB/NOUN

5. After listening to a story, the student will develop the sentence structure [subject/verb/noun] of the story orally.

Activities: A. Create a chant, using the sentence structure [subject/verb/noun].

Materials: Houghton-Mifflin [L9] *Fiesta,* "Ronnie and the Admiral" p. 51, 44; TG 72, 66.

SENTENCE STRUCTURE

1. After hearing the teacher read from a story, the student will identify the sentence structure [subject/verb/adverb] of the story orally.

   Activities: A. Students will place a marker [example: bingo chip] on a game board when the sentence structure [subject/verb/adverb] is heard.

   Materials: Houghton-Mifflin [L8] *Panorama*, "The Snake in the Carpool" p. 10; TG 39

2. After hearing a story, the student will compare the sentence structures [subject/verb/adjective and subject/verb/adverb] of the story orally.

   Activities: A. Students will list orally adjectives and adverbs from the story that they can remember. Then have them make up their own sentences with the proper construction [subject/verb/adjective or subject/verb/adverb] to compare them.

   Materials: Ginn [L3] *Helicopters and Gingerbread*, "Helicopters" p. 33, 37; TG 51, 53.

3. After listening to a taped story, the student will use the sentence structure [subject/verb/adverb] of the story orally.

   Activities: A. Students will recite orally the sentence structure [subject/verb/adverb] from the story and then use those sentences to make up stories of their own.

   Materials: Ginn [L7] *How It Is Nowadays*, "Bears Aren't Everywhere" p. 153; TG 207.

4. After hearing a story, the student will separate the sentence structures [subject/verb/adjective and subject/verb/adverb] of the story orally.

   Activities: A. Separate the adjectives and the adverbs from the sentence structures [subject/verb/adjective and subject/verb/adverb].

   Materials: Ginn [L3] *Helicopters and Gingerbread*, "Helicopters" p. 33, 37; TG 51, 53.

SUBJECT/VERB/ADVERB

5. After listening to a taped story, the student will develop dialogue with the sentence structure [subject/verb/adverb] of the story orally.

Activities: A. Students will divide into small groups to develop their own dialogues with each other following the sentence structure [subject/verb/adverb].

Materials: Ginn [L6] *The Dog Next Door*, "How The Bear Got His Supper" p. 57; TG 106.

SENTENCE STRUCTURE

SUBJECT/VERB/ PREPOSITIONAL PHRASE

1. After listening to a story, the student will identify the sentence structure [subject/verb/prepositional phrase] from the story orally.

   Activities: A. Recite orally sentences that contain the sentence structure [subject/verb/prepositional phrase].

   Materials: Houghton-Mifflin [L9] *Fiesta*, "Two Weeks Old and On His Own" p. 211; TG 177.

2. After listening to a taped selection from a story, the student will compare the sentence structures [subject/verb/prepositional phrase and subject/verb/adjective] from the selection orally.

   Activities: A. Compare the two sentence structures [subject/verb/prepositional phrase and subject/verb/adjective] by drawing pictures of them.

   Materials: Houghton-Mifflin [L7] *Rewards*, "Evan's Corner" p. 87, 92; TG 127-129.

3. After listening to a taped selection from a story, the student will use the sentence structure [subject/verb/prepositional phrase] from the selection orally.

   Activities: A. The students will use the sentence structure [subject/verb/prepositional phrase] that they have heard in the story as they describe a famous person.

   Materials: Houghton-Mifflin [L7] *Rewards*, "Just Like Abraham Lincoln" p. 123; TG 152.

4. After listening to a taped selection from a story, the student will separate the sentence structures [subject/verb/prepositional phrase and subject/verb/adjective] from the selection orally.

   Activities: A. Put into boxes picture cards that relate to the sentence structures [subject/verb/prepositional phrase and subject/verb/adjective].

   Materials: Houghton-Mifflin [L6] *Secrets*, "Mudlark" p. 7, 16; TG 47, 55.

SUBJECT/VERB/ PREPOSITIONAL PHRASE

5. After listening to a taped story, the student will develop the sentence structure [subject/verb/prepositional phrase] orally.

Activities: A. Make up a new story using the sentence structure demonstrated on the tape [subject/verb/prepositional phrase].

Materials: Houghton-Mifflin [L6] *Secrets*, "Mudlark" p. 16, 17, 18; TG 55, 56.

SENTENCE STRUCTURE

DEPENDENT CLAUSE/ INDEPENDENT CLAUSE

1. After listening to a selection from a story, the student will identify the sentence structure [dependent clause/independent clause] of the selection orally.

   Activities: A. Recite the sentence structure [dependent clause/independent clause] by chanting it.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "Androclus and the Lion" p. 69; TG 87.

2. After listening to a poem, the student will compare the sentence structure [dependent clause/independent clause] of the poem orally.

   Activities: A. Tell the difference between a dependent clause and an independent clause.

   Materials: Ginn [L4] *May I Come In?*, "Tracks In the Snow" p. 28; TG 60.

3. After listening to a poem, the student will use the sentence structure [dependent clause/independent clause] of the poem orally.

   Activities: A. Dramatize the sentence structure [dependent clause/independent clause].

   Materials: Ginn [L4] *May I Come In?*, "Tracks In the Snow" p. 25; TG 60.

4. After listening to a poem, the student will separate the sentence structure [dependent clause/independent clause] of the poem orally.

   Activities: A. Separate the dependent clauses from the independent clauses by placing into separate categories.

   Materials: Ginn [L4] *May I Come In?*, "Tracks In the Snow" p. 25; TG 60.

DEPENDENT CLAUSE/ INDEPENDENT CLAUSE

5. After listening to a poem, the student will develop the sentence structure [dependent clause/independent clause] orally.

Activities: A. Have half of the class develop dependent clauses while the other half of the class develops independent clauses. Put the two groups together to form nonsense sentences.

Materials: Ginn [L4] *May I Come In?*, "Tracks In the Snow" p. 25; TG 60.

INDEPENDENT CLAUSE/
DEPENDENT CLAUSE

SENTENCE STRUCTURE

1. After listening to a story, the student will identify the sentence structure [independent clause/dependent clause] in the selection orally.

   Activities: A. Have the students stand up and sit down each time the sentence structure [independent clause/dependent clause] is heard.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "Billy's Bicycle" p. 17; TG 43.

2. After listening to a story, the student will compare the sentence structures [independent clause/dependent clause and dependent clause/independent clause] of the story orally.

   Activities: A. Tell the difference in the sentence structures [independent clause/dependent clause and dependent clause/independent clause] by drawing pictures of each structure and comparing them.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "Billy's Bicycle" p. 15; TG 43.

3. After watching a play, the student will use the sentence structures [independent clause/dependent clause] of the play orally.

   Activities: A. Repeat sentences from the play that illustrate the sentence structure [independent clause/dependent clause].

   Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "A Gift For Hans Brinker" p. 345; TG 301.

4. After listening to a story, the student will separate the sentence structrure [independent clause/dependent clause] of the story orally.

   Activities: A. Separate the clauses [independent/dependent] from the sentences that are in the story.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "Billy's Bicycle" p. 15; TG 43.

INDEPENDENT CLAUSE/ DEPENDENT CLAUSE

5. After watching a play, the student will develop the sentence structure [independent clause/dependent clause] orally.

Activities: A. Make up a new play using the sentence structure [independent clause/dependent clause].

Materials: Houghton-Mifflin [L8] *Panorama*, "Stone Soup" p. 120; TG 126.

SENTENCE STRUCTURE

1. After hearing a story, the student will identify the sentence structure [subject/verb/direct object] in the story orally.

   Activities: A. Recite the sentence structure [subject/verb/direct object] from the story.

   Materials: Ginn [L7] *How It Is Nowadays*, "Flossie Flamingo" p. 29; TG 56.

2. After watching a play, the student will compare the sentence structure [subject/verb/direct object and subject/verb/adjective] of the play orally.

   Activities: A. Have students draw scenes from the story that depict the sentences structures [subject/verb/direct object and subject/verb/adjective].

   Materials: Ginn [L5] *Seven Is Magic*, "The Boy and the Wolf" p. 209; TG 307.

3. After listening to a story, the student will use the sentence structure [subject/verb/direct object] from the story orally.

   Activities: A. Cut out a set of pictures from a magazine depicting the sentence structure [subject/verb/direct object].

   Materials: Ginn [L4] *May I Come In?*, "Mr. Big" p. 72; TG 130.

4. After listening to a short story, the student will separate the sentence structure [subject/verb/direct object and subject/verb/adjective] in the story orally.

   Activities: A. Arrange in order a list of sentences that illustrates the two sentence structures [subject/verb/direct object and subject/verb/adjective] orally.

   Materials: Ginn [L5] *Seven Is Magic*, "Freckles, Freckles" p. 6; TG 33.

SUBJECT/VERB/DIRECT OBJECT

5. After watching a play, the student will develop the sentence structure [subject/verb/direct object] orally.

Activities: A. Develop sentences that illustrate the sentence structure [subject/verb/direct object].

Materials: Ginn [L11] ***Measure Me, Sky***, "The Reluctant Dragon" p. 133, 147; TG 95, 98.

SENTENCE STRUCTURE

SUBJECT/VERB INDIRECT OBJECT/DIRECT OBJECT

1. After listening to a paragraph from a story, the student will identify the sentence structure [subject/verb/indirect object/direct object] from the story orally.

   Activities: A. Locate pictures that identify the sentence structure [subject/verb/indirect object/direct object] in the story.

   Materials: Houghton-Mifflin [L9] *Fiesta*, "Ronnie and the Admiral" p. 47; TG 66.

2. After hearing a selection from a story, the student will compare the sentence structures [subject/verb/indirect object/direct object and subject/verb/direct object] in the sentences orally.

   Activities: A. Distinguish between the structures by clapping once for subject/verb/indirect object/direct object and twice for subject/verb/direct object.

   Materials: Houghton-Mifflin [L8] *Panorama*, "How D.Y.B. Worked for April" p. 236; TG 220.

3. After listening to a paragraph from a story, the student will use the sentence structure [subject/verb/indirect object/direct object] orally.

   Activities: A. Draw pictures that depict the sentence structure [subject/verb/indirect object/direct object].

   Materials: Houghton-Mifflin [L9] *Fiesta*, "Mystery Guest at Left End" p. 116; TG 114.

4. After listening to a series of taped recorded sentences from a story, the student will separate the sentence structures [subject/verb/direct object and subject/verb/indirect object/direct object] of the sentences orally.

   Activities: A. Using pictures from the story that depict the sentence structures [subject/verb/direct object and subject/verb/indirect object/direct object] separate the pictures into the two categories.

   Materials: Ginn [L5] *Seven Is Magic*, "On the Moon" p. 184; TG 273.

SUBJECT/VERB
INDIRECT OBJECT/DIRECT OBJECT

5. After listening to a paragraph from a story, the student will develop the sentence structure [subject/verb/indirect object/direct object] orally.

Activities: A. Have the students invent their own mystery story.

Materials: Houghton-Mifflin [L9] *Fiesta*, "Mystery Guest at Left End." p. 116; TG 114.

THERE/VERB/NOUN

SENTENCE STRUCTURE

1. After listening to a poem, the student will identify the sentence structure [there/verb/noun] in the poem orally.

   Activities: A. Identify the sentence structure [there/verb/noun] by raising hands.

   Materials: Houghton-Mifflin [L5] *Signposts*, "At Home In the Desert" p. 195; TG 227.

2. After listening to a poem, the student will compare the sentence structures [there/verb/noun and dependent clause/independent clause] of the poem orally.

   Activities: A. Name the differences in the sentence structures [there/verb/noun and dependent clause/independent clause] orally.

   Materials: Houghton-Mifflin [L5] *Signposts*, "At Home In the Desert" p. 195; TG 227.

3. After listening to a poem, the student will use the sentence structure [there/verb/noun] of the poem orally.

   Activities: A. Demonstrate and describe the sentence structure by playing charades.

   Materials: Houghton-Mifflin [L5] *Signposts*, "At Home In the Desert" p. 195; TG 227.

4. After listening to a poem, the student will separate the sentence structure [there/verb/noun and subject/verb/direct object] from the poem orally.

   Activities: A. Place into categories the sentence structure [there/verb/noun and subject/verb/direct object] by drawing a picture for each structure.

   Materials: Houghton-Mifflin [L5] *Signposts*, "At Home In the Desert" p. 195; TG 227.

THERE/VERB/NOUN

5. After listening to a selection from a story, the student will develop the sentence structure [there/verb/noun] orally.

Activities: A. Create new sentences using the sentence structure [there/verb/noun] to develop short stories.

Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "How Baseball Began in Brooklyn" p. 73; TG 95.

SENTENCE STRUCTURE

PARTICIPLE PHRASE SUBJECT/VERB

1. After listening to a story, the student will identify the sentence structure [participle phrase/subject/verb] in the selection orally.

   Activities: A. Have the students recite the sentence structure [participle phrase/subject/verb].

   Materials: Houghton-Mifflin [L10] *Kaleidoscope* "Chester Makes Some New Friends" p. 91; TG 105.

2. After listening to a paragraph from a story, the student will compare the sentence structures [participle phrase/subject/verb and dependent clause/independent clause] from the story orally.

   Activities: A. Tell the difference between the sentence structures listed on picture cards taken from a story.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "A Cricket in Times Square" p. 91, 93; TG 105, 106.

3. After listening to a paragraph from the story, the student will use the sentence structure [participle phrase/subject/verb] orally.

   Activities: A. Draw a mural using the structure [participle phrase/subject/verb] heard in the story.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "A Cricket in Times Square" p. 91; TG 105.

4. After listening to a selection from a story, the student will separate the sentence structures [participle phrase/subject/verb and subject/verb/direct object] orally.

   Activities: A. Give examples for each category of sentences previously listened to in a tape recorded selection.

   Materials: Houghton-Mifflin [L11] *Images*, "Henry and the Garbage" p. 25, 26; TG 45, 46.

PARTICIPLE PHRASE SUBJECT/VERB

5. After listening to a story, the student will develop the sentence structure [participle phrase/subject/verb] orally.

Activities: A. Create sentences about a trip to a zoo by using the sentence structure [participle phrase/subject/verb].

Materials: Houghton-Mifflin [L10] *Kaleidoscope*, "A Cricket in Times Square" p. 91; TG 105.

COMPREHENSION

Main Idea	67
Details	69
Characters	71
Attitudes	73
Conclusion	75
Sequence	77

MAIN IDEA

COMPREHENSION

1. After listening to a taped story, the student will identify the main idea in the story orally.

   Activities: A. Recite sentence[s] expressing the main idea.

   Materials: Houghton-Mifflin [L36] *Lions* "I Can't Smile" p. 16; TG 105.

2. After discussing several stories, the student will compare the main ideas in the stories orally.

   Activites: A. Match a picture of the main idea with the correct story.

   Materials: Ginn-360 [7] *The Dog Next Door* "Down the Mississippi" p. 192; TG 304.

   Ginn-360 [7] *The Dog Next Door* "Chipmunk Goes Hunting" p. 201; TG 317.

3. After listening to a selection, the student will use the main idea of the selection orally.

   Activities: A. Dramatize the main idea in the selection.

   Materials: Houghton-Mifflin [5] *Signposts* "The Long and Dangerous Journey" p. 200; TG 232.

4. After listening to a set of related paragraphs, the student will separate the main idea in each paragraph from the sentences orally.

   Activities: A. Arrange in order the sentences containing the main idea in the related paragraphs.

   Materials: Ginn-360 [L10] *All sorts of Things* "A Remarkable Man" p. 210; TG 240.

5. After listening to a paragraph the student will develop a main idea for the paragraph orally.

Activities: A. Create a word list consisting of key words and phrases.

Materials: Ginn-306 [L9], *With Skies and Wings* "America's First Astronauts" p. 148; TG 188.

6. After hearing a selection, the student will judge the main idea in the selection orally.

Activities: A. Tell what you liked or disliked about the selection .

Materials: Houghton-Mifflin [L11], *Images* "Frozen Victory" p. 244; TG 225.

DETAILS

COMPREHENSION

1. After listening to a story, the student will identify the details in the story orally.

   Activities: A. Name places that could be seen from a helicopter;

   B. Draw pictures of places that could be seen from a helicopter.

   Materials: Ginn-360 [L4], *Helicopter and Gingerbread* "The Surprise" p.40; TG 235.

2. After discussing two stories, the student will compare the details in the stories orally.

   Activities: A. Tell the differences and similarities between the animals;

   B. Tell the differences and similarities between the events in the stories.

   Materials: Ginn-360 [L8] *How It Is Nowadays* "Christopher the Contrary Chamelon" p. 109; TG 150.

   Ginn-360 [L8] *How It Is Nowadays* "A Pet Named Jet" p. 163; TG 218.

3. After viewing a set of pictures from a story, the student will use the details of the pictures orally.

   Activities: A. Draw a picture that depicts the story and include [four] details.

   Materials: Ginn-360 [L10] *All Sorts of Things* "The Holes of Lagos" p. 292; TG 318.

4. After listening to a story, the student will separate the details of the story orally.

   Activities: A. Arrange in sequential order the events of the story orally.

   Materials: Ginn-360 [L6] *Seven Is Magic* "Night Light" p. 116; TG 188.

5. After listening to a story, the student will develop the details for a new character orally.

Activities: A. Create a new character that could be in the story.

Materials: Ginn-360 [L9] *With Skies and Wings* "An Ostrich Named Charlie" p. 114; TG 150.

6. After viewing a presentation of a story, the student will judge the details of the story orally.

Activities: A. Tell the part[s] of the selection that you liked best.

Materials: Houghton-Mifflin [L7] *Rewards* "Hawaii" p. 210; TG 238.

COMPREHENSION

1. After listening to a story, the student will identify the characters in the story orally.

   Activities: A. Name the characters in the selection.

   Materials: Houghton-Mifflin [L3C] *Dinosaurs* "The Treasure Hunt" p.39; TG 125.

2. After listening to a story, the student will compare the characters in the story orally.

   Activities: A. Tell how the characters in the story are similar.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope* "The People Downstairs" p.33; TG 60.

3. After listening to a story, the student will use the characters in the story orally.

   Activities: A. Answer a set of questions about the characters.

   Materials: Houghton-Mifflin [L6] *Secrets* "Curious George" p. 230; TG 240.

4. After listening to a story, the student will separate the characters in the story orally.

   Activities: A. Group the characters together by commonality.

   Materials: Ginn-360 [12] *On The Edge* "The 'Empty' Wasn't Empty" p. 12; TG 34.

5. After listening to a paragraph, the student will develop a character for the selection orally

   Activities: A. Create the character described in the paragraph.

   Materials: Ginn-360 [L11] *The Sun That Warms* "The Real Ugly Duckling" p.148, TG 142.

6. After listening to a story, the student will judge the character orally.

Activities: A. Tell which character was your favorite and why.

Materials: Ginn-360 [L11] *The Sun That Warms* "The Day They Stayed Alone" p. 100; TG 100.

COMPREHENSION

1. After listening to a recorded story, the student will identify the attitudes of the characters in the story orally.

   Activities: A. Tell how the characters felt toward each other.

   Materials: Houghton-Mifflin [L8] *Panorama* "How D.Y.B. Worked for April" p. 236; TG 220.

2. After listening to a story, the student will compare the attitudes of the characters orally.

   Activities: A. Tell which characters had similar feelings.

   Materials: Houghton-Mifflin [L11] *Images* "The Nightingale" p. 302; TG 266.

3. After listening to a recording of a story, the student will use the attitudes orally.

   Activities: A. Dramatize the different feelings portrayed in the story.

   Materials: Houghton-Mifflin [L8] *Panorama* "Eddie and the Doll" p. 211; TG 199.

4. After listening to a recorded poem, the student will separate the attitudes of the character[s] orally.

   Activities: A. Place the various feelings expressed into categories.

   Materials: Ginn-360 [L8] *How It Is Nowadays* "Rudolph Is Tired of the City" p. 94; TG 130.

5. After listening to a dramatization of a story, the student will develop attitudes of his/her own from the story orally.

Activities: A. Imagine how you would feel if you could not do something that you wanted to do with a favorite relative.

Materials: Houghton-Mifflin [L7] *Rewards* "Saturday Surprise" p. 34; TG 68.

6. After listening to a selection, the student will judge the attitudes described in the selection orally.

Activities: A. Give your evaluation of the various attitudes of the people in the selection.

Materials: Houghton-Mifflin [L6] *Secrets* "The Mudlark" p. 7; TG 45.

CONCLUSION

COMPREHENSION

1. After listening to a story, the student will identify the conclusion of the story orally.

   Activities: A. Retell what happened at the end of the story.

   Materials: Houghton-Mifflin [L7] *Rewards* "Do Come for Lunch" p. 71; TG 110.

2. After listening to two stories, the student will compare the conclusions of the stories orally.

   Activities: A. Tell the differences between the two endings.

   Materials: Ginn-360 [L11] *The Sun That Warms* "The Battle That Tilted the Sea:" p. 194; TG 176.

   "Urashima Taro and the Princess of the Sea" p. 208; TG 186.

3. After listening to a story, the student will use the conclusion of the story orally.

   Activities: A. Draw a picture about how the story ended;
   B. Answer a set of questions about the story's ending .

   Materials: Houghton-Mifflin [L5] *Signposts*, "Hooray for Jasper" p. 79; TG 118.

4. After hearing a number of stories, the student will separate the conclusions from the stories orally.

   Activities: A. Differentiate the conclusions from each of the stories according to the plot of each.

   Materials: Houghton-Mifflin [L7] *Rewards*, "Saturday Surprise: Strangers, Friends" p. 43; TG 76.

5. After listening to an incomplete paragraph, the student will develop a conclusion from the paragraph orally.

Activities: A. Create a diorama to portray an ending for the paragraph.

Materials: Ginn-360 [L10] *All Sorts of Things* "Flat Stanley" p. 134; TG 159.

6. After listening to story, the student will judge the conclusion of the story orally.

Activities: A. Tell if you liked the ending of the story and why.

Materials: Houghton-Mifflin [L10] *Kaleidoscope* "The Hidden Door" p. 106; TG 116.

SEQUENCE

COMPREHENSION

1. After listening to a story, the student will identify the sequence of events in the story orally.

   Activities: A. Tell what happened first and last.

   Materials: Ginn-360 [L11] *The Sun That Warms* "Why the Sea is Salt" p. 232; TG 209.

2. After listening to a story, the student will compare the sequence in the story orally.

   Activities: A. Tell the differences between what happened first, second, third and fourth in the story.

   Materials: Houghton-Mifflin [L7] *Rewards* "Strangers, Friends" p. 43; TG 76.

3. After listening to a story, the student will use the sequence in the story orally.

   Activities: A. Illustrate the story's sequence of events in the proper order.

   Materials: Houghton-Mifflin [L5] *Signposts* "The Long and Dangerous Journey" p. 200; TG 233.

4. After repeating a series of related sentences from a story, the student will separate the sequence in the related sentences orally.

   Activities: A. Group the sentences under separate categories.

   Materials: Houghton-Mifflin [L10] *Kaleidoscope* "The People Downstairs" p. 33; TG 60

5. After listening to a set of sentences from a story, the student will develop a sequence for the sentences orally.

Activities: A. Put the sentences in the order of the events as they happened in the story.

Materials: Houghton-Mifflin [L11] *Images* "Miranda's Cat" p. 55; TG 74.

6. After listening to a story, the student will judge the sequence of events in the story orally.

Activities: A. Tell if you agree with the order of the events as they happened in the story and why.

Materials: Houghton-Mifflin [L8] *Panorama* "What's the Mater with Kerby" p. 254; TG 232.

PART III

ASSESSMENT STRATEGIES

AND

SAMPLE LESSON PLANS

ASSESSMENT STRATEGIES

Assessment of oral language objectives is based on the fulfillment of the instructional activity; that is, demonstration of the corresponding level of skill and concept required by the objective. As the student "names," "matches," "fills in the blank," "recites by sets or categories," "makes up a new...," or "describes a favorite...," he/she is physically showing [demonstrating] the ability and knowledge called for in the instructional objective.

Oral demonstration of each of the instructional objectives which relate to the reading program requires the student to show orally that he/she can achieve the same set of reading objectives exclusively through the processes of listening and speaking before expecting success with the corresponding reading objective in the basal reading series.

The following guidelines are suggested:

1. Allow the student to hear, discuss, internalize, and enjoy the material before he/she is expected to demonstrate the activity within the instructional objective.
2. Organize the groups by sets of six to eight students in order to facilitate the assessment of individual growth in English as a second language.
3. Test each individual using the standard evaluation devices [multiple choice; true or false; completion exercises; question/answers; subjective questions; fill in the blank; etc.], in a strictly oral experience relying on listening to the sounds, words, sentence structures, and selections in the basal reading program. Pictures, objects, experiences, tapes, games, etc., can be utilized, excluding any printed material.
4. Maintain a recordkeeping system which includes the student's progress and achievement level for each instructional objective and language component: sounds, words, sentence structures, and comprehension of selections. Checklists and inventories of skills/concepts [objectives] may be developed and utilized to provide this information.
5. Develop a test manual/kit for each language component [sounds, words, sentence structures, comprehension of selections], which will facilitate a standard implementation of the assessment process of an oral language program in support of a basal reading system.

SET OF SAMPLE

MODEL LESSON PLANS

FOR ENGLISH AS A SECOND LANGUAGE PROGRAM

Prepared by
Dr. George A. Gonzalez

LESSON PLAN: IDENTIFY MAIN IDEA

INSTRUCTIONAL OBJECTIVE:

After listening to the tape recorded story _____,
the child will identify the main idea of the selection orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Wonder what would happen if ...
[Direction]	2. Are ready to tell what the story is about.
[Presentation]	3. Listen to the tape recorded story.
[Elaboration]	4. Draw a picture that represents what they think the story is about.
[Reinforcement]	5. Describe the picture.
[Evaluation]	6. Tell what the story is about in their own words without the picture.

LESSON PLAN: COMPARE ATTITUDES

INSTRUCTIONAL OBJECTIVE:

After listening to the tape recorded story _____, the child will compare the attitudes in the story orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Mention a personal experience related to ...
[Direction]	2. Are ready to tell how the feelings are the same or different in the story.
[Presentation]	3. Listen to the tape recorded story.
[Elaboration]	4. Make a set of stick puppets/dramatize the different feelings of the characters in the story.
[Reinforcement]	5. Discuss the dramatization
[Evaluation]	6. Tell the different feelings of the characters in the story.

LESSON PLAN: USE DETAILS

INSTRUCTIONAL OBJECTIVE:

After listening to a tape recorded story _____,
the child will use the details in the selection orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Look at a picture of...
[Direction]	2. Are ready to answer a set of questions about the story.
[Presentation]	3. Listen to tape-recorded story.
[Elaboration]	4. Draw a set of pictures of various parts of the story.
[Reinforcement]	5. Discuss the pictures.
[Evaluation]	6. Answer a set of questions about the story.

LESSON PLAN: SEPARATE SEQUENCE

INSTRUCTIONAL OBJECTIVE:

After listening to the tape recorded story _____, the children will separate the sequence in the selection orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Open a box full of...
[Direction]	2. Are ready to tell what happened lst, 2nd, 3rd, etc. in the story.
[Presentation]	3. Listen to the tape recorded story.
[Elaboration]	4. Arrange a set of pictures provided about the story in the order of events.
[Reinforcement]	5. Discuss what they think is happening in their picture as they are called on individually.
[Evaluation]	6. Tell the events that happened in the story in order without using the pictures.

LESSON PLAN: DEVELOP CONCLUSION

INSTRUCTIONAL OBJECTIVE:

After listening to the tape recorded story _____,
the child will develop a conclusion orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Laugh at a funny picture of...
[Direction]	2. Are ready to make up their own ending for the story.
[Presentation]	3. Listen to the tape recorded story.
[Elaboration]	4. Draw a picture depicting the end of the story as they see the story ending.
[Reinforcement]	5. Choose the best ending made up by the group.
[Evaluation]	6. Tell how they ended the story using the chosen picture.

LESSON PLAN: JUDGE CHARACTER

INSTRUCTIONAL OBJECTIVE:

After listening to a tape recorded story _____,
the child will judge the characters in the selection orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Manipulate a set of picture cards depicting...
[Direction]	2. Are ready to tell how they feel about the characters.
[Presentation]	3. Listen to the story.
[Elaboration]	4. Select a picture of the characters they liked best.
[Reinforcement]	5. Describe and discuss the character they liked best in the story using their picture.
[Evaluation]	6. Tell how they feel about their favorite character and why.

LESSON PLAN: IDENTIFY CONSONANTS

INSTRUCTIONAL OBJECTIVE:

After listening to the taped song about the consonant sound(s) _____, the child will identify the consonant sound(s) _____ in the song orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Mention names of children in class whose names begin with the consonant sound...
[Direction]	2. Are ready to tell which consonant sound(s) they hear in the song.
[Presentation]	3. Listen to the song containing the consonant sound(s) _____.
[Elaboration]	4. Sing the song along with the tape.
[Reinforcement]	5. Manipulate and name objects in a box that begin with the consoannt sound(s) _____.
[Evaluation]	6. Select and name those objects from a box that begin with the consonant sound(s) _____ rejecting the other sounds.

LESSON PLAN: COMPARE VOWELS

After examining a set of pictures, the child will compare the vowel _____ and _____ sounds in the set of pictures orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation] 1. Listen to a jingle containing the vowel sounds...

[Direction] 2. Are ready to tell the differences between the _____ and _____ vowel sounds.

[Presentation] 3. Listen to a story containing the vowel sounds _____.

[Elaboration] 4. Participate in a Scavenger Hunt for _____ and _____ and sort the _____ and _____ vowel sounds in boxes.

[Reinforcement] 5. Clap once for words containing _____ vowels and twice for words containing vowel sounds as the teacher recites the words orally.

[Evaluation] 6. Select and name the objects from a box to match the vowel sounds and objects for the _____ vowel sounds.

LESSON PLAN: IDENTIFY DIPHTHONGS

INSTRUCTIONAL OBJECTIVE:

After meeting the diphthong characters _____,
the child will identify the diphthong(s) sound(s) of the characters orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Open a box full of objects containing the diphthong sounds...
[Direction]	2. Are ready to name the diphthong(s) sound(s) _____.
[Presentation]	3. Listen to a puppet show about the diphthong sound(s).
[Elaboration]	4. Draw pictures that have the same diphthong sound(s) as in the puppet show.
[Reinforcement]	5. Discuss drawings and check for the diphthong sound(s).
[Evaluation]	6. Name the diphthong sound(s).

LESSON PLAN: COMPARE CLUSTERS

INSTRUCTIONAL OBJECTIVE:

After examining a set of objects in a box, the child will compare the digraph sound(s) _____ in the box orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Listen to a set of riddles whose answer begins with the digraph sound.
[Direction]	2. Are ready to match the same objects that have the _____ digraph sound(s).
[Presentation]	3. Listen to a story containing the digraph sound(s) _____.
[Elaboration]	4. Search throughout the classroom for objects beginning with digraph sound(s) _____.
[Reinforcement]	5. Clap once for the _____ digraph sound and twice for digraph sound as the teacher calls them out.
[Evaluation]	6. Match the same objects that have the _____ digraph sounds.

LESSON PLAN: SEPARATE SYLLABLES

INSTRUCTIONAL OBJECTIVE:

After examining a set of picture cards, the child will separate the syllable in the set of cards orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Examine a set of cards in a box that have one, two, and three syllables.
[Direction]	2. Are ready to call out the syllables in the set of pictures.
[Presentation]	3. View a filmstrip about separating syllables.
[Elaboration]	4. Arrange the set of picture cards in three different groups according to the number of syllables.
[Reinforcement]	5. Name all the picture cards with one syllable, two syllables, and clap to verify.
[Evaluation]	6. Call out each syllable in the set of pictures.

LESSON PLAN: USE WORDS

INSTRUCTIONAL OBJECTIVE:

After listening to the teacher say the words _____, the child will use the words in sentences orally.

ACTIVITIES:

GUIDE THE CHILDREN SO THAT THEY:

[Motivation]	1. Laugh at a picture that illustrates the words _____.
[Direction]	2. Are ready to orally fill in the blanks in a set of sentences using the words.
[Presentation]	3. Listen to a story that uses the words repeatedly.
[Elaboration]	4. Find a set of given pictures representing the words.
[Reinforcement]	5. Repeat the words using the pictures.
Evaluation]	6. Fill in the missing words in a set of sentences using the words.

APPENDIX A: LEVELS AND NAMES OF BOOKS

Houghton Mifflin - 1974		Ginn-360
Level 1	*Getting a Head Start*	
2	*Getting Ready to Read*	*"Learning About Sounds and Letters"*
3A	*Tigers*	*"A Duck is a Duck"*
3B	*Lions*	*"Helicopters and Gingerbread"*
3C	*Dinosaurs*	
4	*Rainbows*	*"May I Come In?"*
5	*Signposts*	*"Seven Is Magic"*
6	*Secrets*	*"The Dog Next Door"*
7	*Rewards*	*"How It Is Nowadays"*
8	*Panorama*	*"With Skies and Wings"*
9	*Fiesta*	*"All Sorts of Things"*
10	*Kaleidoscope*	*"The Sun that Warms"*
11	*Images*	
12	*Galaxie*	*"On the Edge"*
13		*"To Turn a Stone"*

Van Buren Skills Center

CAPP

Commercial Art,Photography,Printing